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AUTHOR DeMarco, Anita J.
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ABSTRACT

One of a series of four guides developed for use by parents of children enrolled in a Title I reading improvement program, this booklet provides learning activities and suggestions for developing reading readiness in preschool children. The areas covered include language development, following directions, likenesses and differences, television, listening, physical development, drawing and coloring, the alphabet, preparation for school, and handwriting. (FL)

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TITLE I

HELPBOOK

Helping Energetic Learning Parents

in

Readiness

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TO THE EDUCATIONAL RESOURCES INFORMATION ENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

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Edgar L. Lawton, Executive Director

Dr. Don Means, Director of Instructional Services

READINESS HELPBOOK

Author: Anita J. DeMarco
Title I Reading Specialist
Victory School
Franklin Area School District

Consultant: Mary Peterson
Title I Director
Franklin Area School District

Illustrator: Christine Davis
Secondary and Elementary Art
Franklin Area School District

District PAC Consultant: Mrs. Evelyn Brown
Chairperson

District PAC Consultant: Mrs. Marlene Cathcart
Vice Chairperson

District PAC Consultant: Mrs. Verla Meals
Secretary

District PAC Consultant: Mrs. Peg Baker
Building Representative

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Forward

Title I is part of a law passed by Congress to provide federal money to school districts with all or some of their buildings eligible because they meet certain economic requirements. The amount of money the school district receives is decided by the number of children from low income families who live there.

Any child in a building that qualifies can be served if the child meets the federal guidelines for his/her grade. The help the children receive from the Title I reading specialists must be extra help. He must continue to get the regular program the school provides all children.

The Congress of the United States mandated that Parent Advisory Councils be formed in every district receiving Title I money. The reason is to insure that the parents would have input into the program's planning and implementation.

Preface

"Reading is Fundamental", a slogan used by the federal government to stress the importance of reading, is certainly true. If your child can read as he matures into an adult, he will be able to choose and have success in many areas. If your child cannot read, his choices will be narrow and his failures will be many.

I am confident that you want the very best for your children. In the area of reading, **you, as parents, can** provide the very best for your children. By following the suggestions in these booklets, being interested in reading yourself, and being interested in your child's reading, you will show that you care enough to do the very best.

Working together your child's reading abilities and skills will improve.

Dr. Bob W. Morris, Supt.
Franklin Area Schools

INTRODUCTION

This readiness section concerns your child's development from birth to pre-school years. These precious early years are extremely important in helping your child have a successful school life. Throughout this readiness section, you will notice that some of the suggestions correspond with an age measure. This is to be used as a guideline, not a tight measure. The age in years is merely used to help you gain an impression of your child's overall ability. Use these suggestions as an effective means for guiding your child's readiness period to school.

THE CHILD'S APPEAL

I am the Child.
All the world waits for my coming.
All the earth watches with interest to see
what I shall become.
Civilization hangs in the balance,
For what I am, the world of tomorrow will be.

I am the Child.
I have come into your world, about which I
know nothing.
Why I came I know not;
How I came I know not.
I am curious; I am interested.

I am the Child.
You hold in your hand my destiny.
You determine, largely, whether I shall
succeed or fail.
Give me, I pray you, those things that make
for happiness.
Train me, I beg you, that I may be a blessing
to the world.

Mamie Gene Cole

LANGUAGE DEVELOPMENT

Language development is an important key to learning. This development begins at birth when the parent chatters with the baby. The child hears and sees and tries to do the same thing. You are a perfect model for your child. Your chattering invites the infant to "coo" back to you.

Thus, a language is developing. The infant watches you shape and move your mouth and tongue. The infant then begins to experiment with his mouth and tongue and you both enjoy the delightful sounds.

The strong cry your child gave at birth soon turns into voice sounds by 3 months of age. Your child not only makes sounds but is able to recognize that someone is speaking to him.

By 6 months, the child will be laughing aloud and turning to the voice that is speaking.

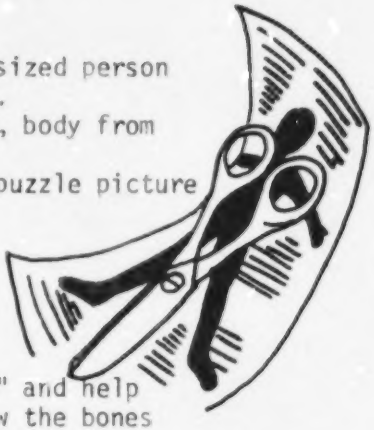
By 9 months, the child will understand the meaning of "no-no" and respond to your calling him by name.

By the time your child is one year old the language development is very obvious. Your child will be listening with understanding and happily obeying your commands (Come here). Your child will be saying "Mama" and "Dada" and attempting to sound out new words.

BODY IMAGE

PUZZLE PICTURE

Cut a picture of a full-sized person from an old catalog.
Cut the arms, legs, head, body from the picture.
Have your child put the puzzle picture together.



FUN TIME

Sing the song "Dry Bones" and help your child learn how the bones are connected in the body.
Start with the toe bones are connected to the foot bone...all the way to the neck and head bones.

LIFE SIZE FIGURE

Have your child lie down on a large sheet of shelf paper.
Trace the outline of his body.
Let your child color and draw in the features.

Only 1 1/2 years old and your child has good control of the mouth and tongue areas. Your child will be able to identify things by pointing. This is a fun time to HELP your child develop his body image. Have your child point to his nose, eye, mouth, ear, etc. Each time your child points correctly, you should clap your hands to show your pleasure.

You ask, "Why is body image important?". Your child's body is his equipment for living. Through it your child receives his impressions and through it he gives his impressions. These impressions HELP your child like himself. If your child likes himself it will be easier for others to like him. You can HELP your child develop a healthy body image. Try these suggestions:

DISCOURAGE BABY TALK!!!!

Body image is important for your 1 1/2 year old and so is word usage. Your child can now say about 5 or 10 words and can use them in two word phrases and short sentences.

By the age of 2, your child will have developed the use of approximately 300 words. Amazing! Your child will also be able to use these words in sentences. This is a good time to be sure your child can follow a one-step command such as:

"Come here."

"Pick up your toys."

"Bring me your shoes."

This is a terrific time to delight your child by teaching him the Mother Goose rhymes (see the section on Listening).

LANGUAGE GAMES; "Let's Pretend"

We are tiny as ants.

We have a trunk like an elephant.

We are famous singers.

"Do you understand my language?"

Stand tall and straight.

Wiggle like a worm.

Be as limp as a rag.

KEEP THIS IN MIND! Your young child must learn to listen, think, and speak before he can learn how to read and write. HELP!

Were you excited the first time your child matched a word with the object? Did you notice how much logic your child used when he said "NO!".

Your 3 year old loves to pretend. This is a fun way to HELP him develop his language skills. Encourage him to pretend he is the doctor, the mailman, or the check-out person at the grocery store.

Would you believe that by the age of 3 your child will know 500 to 1000 words? Your child will not only know the words but will be able to use them accurately in sentences.

As your child approaches the wonderful age of 4 he will know about 1500 words. (No, you don't have to count them, just take my word for it!) You should be able to understand your child's speech and your child should be speaking in full sentences.

The readiness stage of your child's language development, by age 5, is quite remarkable. Your child will be using about 2000 words in good sentences. Your child will be saying "I want a drink of water", not "me drink".

Your child's speech is easy to understand. The readiness period is fulfilled when you are able to understand and respond to your child's language and your child is able to understand and respond to your language.

HELP! Be sure your child knows his full name, his address, and his phone number. Be sure you let him know how proud you are about this.

CONGRATULATIONS! You have done a good job on HELPING your child develop his language skills.

FOLLOWING DIRECTIONS

Success in school is easiest if the child knows how to follow directions. This is a natural activity that begins as soon as the child is able to listen. Let your child know how important it is to follow directions. Ask your child to give you directions on how to get a drink of water. Then just follow the directions. If your child says "Turn on the water and drink," do this and show him it will not get the water into the glass, nor will it get it into your mouth. Discuss the proper directions.

Get a glass.
Place it under the faucet.
Turn the faucet on.
Fill the glass with water.
Raise it to your mouth.
Drink!

This little activity will HELP your child see the need for giving and receiving directions properly.

You can HELP. The following games are fun and your child will not be aware that you are actually teaching him to follow directions.

Your 2 year old will be able to follow directions on one-step commands:

"Walk around the chair."

"Show me your broken doll."

About the age of 4 your child will be able to follow two-step commands:

"Stand up and touch your toes."

"Sit down and stamp your feet."

"Get a pencil and draw a circle on the paper."

The 5 year old will be able to handle three-step commands:

"Go to the bedroom, put your pajamas on, and come back here for a kiss."

"Shake hands with your father, kiss the baby, and shake hands with me."

"Draw a tree, put apples on the tree, draw green grass under the tree."

As your child gets used to following one simple direction, you should move toward two-step directions, then three-step, and perhaps even four-step directions. Be sure your child does the activity in the order that you said it.

SIMON SAYS is a good direction game. See the rules for this game under the LISTENING section.

FOLLOW THE LEADER

You be the leader or ask your child or another child to be the leader. Give these directions:

March in a straight line.

Turn a somersault

Jump 3 times.

Blink your eyes 2 times.

LIKENESSES AND DIFFERENCES

If your child can see the likenesses and differences among his toys and pictures, the classroom teacher will have an easier time HELPING him see likenesses and differences in the printed word.

OLD CATALOG CUT UP: Cut out all the pictures of animals that have four legs.

Cut out all the girl dolls.

Cut out all the things that belong in the bedroom.

...in the bathroom.

...in the kitchen.

DINNER FUN: Everyone's fork is alike

Everyone's spoon is alike.

The spoon and the fork are different.

The bread is different than the water.

You have 3 minutes to find me something that is round. How many things can you find?

...things that are soft.

...things that make noise.

...things that we can read.

Praise: "You are so good, you deserve a special treat!"

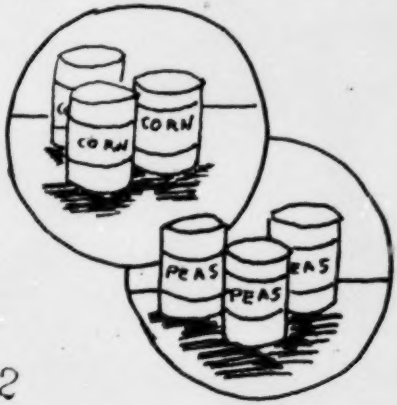
SORTING: This is a good time to clean cupboards.

Put all the soup cans together.

Put all the cans of corn together.

...peas.

...fruits.



CONCENTRATION: Make 10 pairs of cards with pictures, letters, or numbers written on them.

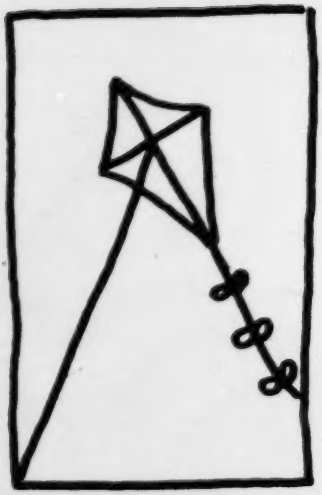
Be sure you make 2 cards of each design.

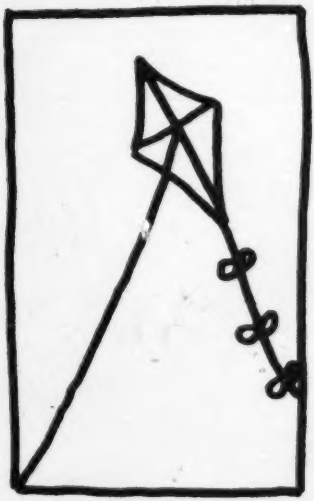
Shuffle the cards.

Place them face down on the table.

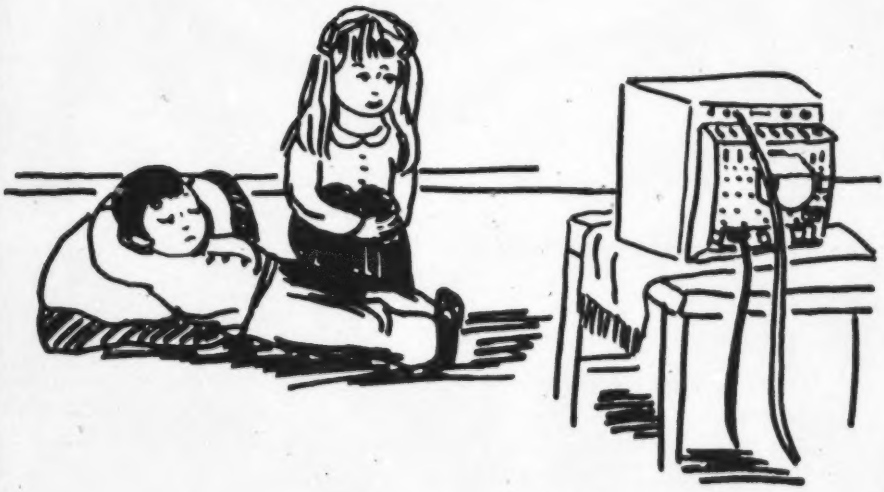
Try to match them.

The person with the most pairs is the winner.





Television is an important part of your child's life. Too often we sit back and watch the programs with dulled senses. Your child does this also--UNLESS, you do something about it! The following practical suggestions should be of value to you.



Television is a powerful force, let it be worthy of your valuable time and attention. Try to remember to pick (don't just turn on the set) the program and then help your child become involved in watching it. Begin by involving your child in the scheduling of what will be viewed each week. You control the television set---DON'T LET IT CONTROL YOU! Draw-up a picture-word schedule and post it on the side of the television set.

Sun.	Mon.	Tue.	Wed.	Thurs.	Fri.	Sat.
	1:30 Electric Company	1:30 Electric Company	1:30 Electric Company	1:30 Electric Company	1:30 Electric Company	1:30 Electric Company

Be careful to limit your child's viewing. No one can or should tell you how much and when you and your family will watch television. This is a personal matter for the family leaders to decide. Some families limit watching to one or two hours each evening. Try one hour before dinner and one hour after dinner. Some families do not permit any viewing during mealtimes. You decide, you are in control.

Some programs will help your child's understanding of the world of letters and words. "The Electric Compa will help your child understand that reading moves from left to right and it also explains how we change our speech sounds into written symbols. After your child watches the program, you should discuss what is viewed. This will broaden your child's interest.

Watch the interesting news broadcasts with your child. This will keep you up to date on current events. You will be able to witness what is happening thousands of miles away.

Too much television can hurt your child. It will rob him of the physical and mental activities that are needed to maintain good health. Remember, <u>if used properly</u>, television can be very helpful to your child.

Listening

Listening is a skill that is learned from birth. How does your child listen? Does he usually answer questions with just "yes" or "no"? Does the child usually answer your questions with a "huh"? You can improve your child's listening ability by HELPING your child concentrate on what you are saying. Follow these suggestions to HELP your child develop better listening habits.

LISTEN TO YOUR CHILD!

Speak kindly to your child.

Speak kindly about your child.

Ask questions. This encourages your child to speak. LISTEN!

When you speak to your child be sure the child is looking (eye-to-eye contact) at you.

Be patient as your child tells about personal experiences.

Permit your child to tell you about what he likes and what he doesn't like.

As I said earlier, listening is a skill that begins to develop from birth. Did your infant react (jerk or appear startled) to a sudden noise? The listening process has already begun! By 6 months, your child will turn his head to listen to your voice or any other sound. By 9 months, your child will listen and understand the meaning of "no-no", respond to your calling him by name and he will be listening and imitating your sounds.

DISCOURAGE BABY TALK!

By the age of one your child listens very well and understands your words when you tell him:

"I love you."

"Give me a kiss."

"Let me HELP you."

"Close your eyes and go to sleep. We will play again in the morning."

Your child is now sitting and listening as you read stories, poems and riddles. Your child shares your delight as you excitedly discuss the ideas in the pictures.

Your 2 year old listens and is able to respond when you ask him to "Show me your book" or "Show me the baby" or "Show me a bat." Isn't it great. Your child has so developed the listening skills that he can now listen and follow simple directions:

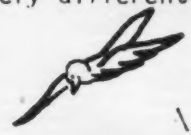
"Put this on the table."

"Take this to your room."

"Pick up the toy and put it in the box."

Game: Close your eyes LISTEN!

Tell me every different sound you hear.



Did you know this!

Approximately 57% of elementary classtime is spent in listening.

Listening can be taught. Follow these suggestions and you will improve your child's listening ability. The readiness stage of listening is fairly well developed by 5 years of age. Your child is now listening to you call out 3 items and is then repeating what you said.

Example: "Repeat after me." 1, 2, 3."

"A, B, C."

"M, O, A."

"car, truck, ship"

"apple, orange, banana"

"mommy, daddy, brother"

Grandma is coming to visit and wants to bring a very special present. This is a great time for your child to have a tape recorder!

Let your child talk or sing into the tape recorder. All children (grown-ups too) love to hear sounds of their voices. This is an excellent way for them to improve their speaking voices and you didn't even have to tell them. Do this! It's a terrific idea.

Play a nonsense game! (You can even put this on the tape recorder.)

Ask your child to listen to some nonsense sentences.

"The glass of water spilled
and fell on the ceiling."

Ask: "What's the matter with that sentence?" Have your child restate the entire sentence and correct it.

The child should say, "The glass of water spilled and fell on the floor."

Try these: "I turned off the TV and sat down to watch it."

"I went to the sink and fried an egg."

"I looked in the TV guide to see what time it was."

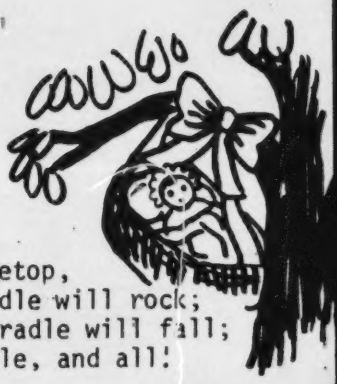
"The doorbell rang, so I answered the telephone."

LISTEN TO MUSIC!

Enjoy the music with your child.

Clap your hands to the "beat" or "rhythm".

Listen and learn nursery rhymes!



HUSH-A-BYE, BABY

Hush-A-Bye, baby, on the treetop,
When the wind blows, the cradle will rock;
When the bough breaks, the cradle will fall;
Down will come baby and cradle, and all!

PEASE PORRIDGE HOT

Pease porridge hot,
Pease porridge cold,
Pease porridge in the pot,
Nine days old.
Some like it hot,
Some like it cold,
Some like it in the pot,
Nine days old.

ONE, TWO, BUCKLE MY SHOE

1 2
One, two,
Buckle my shoe;

3 4
Three, four,
Knock at the door;

5 6
Five, six,
Pick up sticks;

7 8
Seven, eight,
Lay them straight;

9 10
Nine, ten,
A good fat hen.

HOT CROSS BUNS

Hot cross buns!
Hot cross buns!
One a penny, two a penny,
Hot cross buns!
If you have no daughters,
Give them to your sons.
One a penny, two a penny,
Hot cross buns!

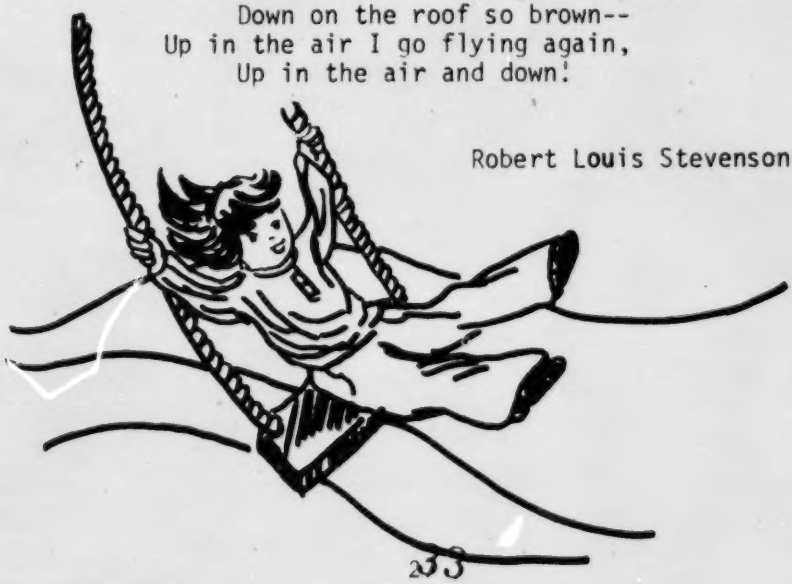
THE SWING

How do you like to go up in a swing,
Up in the air so blue?
On, I do think it the pleasantest thing
Even a child can do!

Up in the air and over the wall,
Till I can see so wide,
Rivers and trees and cattle and all
Over the countryside--

Till I look down on the garden green,
Down on the roof so brown--
Up in the air I go flying again,
Up in the air and down!

Robert Louis Stevenson



Listen and learn about rhymes.

Riddle, riddle rhyme time
What's the riddle to my rhyme?
It rhymes with car,
We see it at night,
It is a _____(star).

You give the rhyming verse and your child will tell you the answer to the rhyming riddle.

Try these: bee; tree, sea, key

rain; train, cane, plane

duck; truck, luck, suck

look; book, cook, hook

house; mouse, louse

Play "Simon Says"

Your child must listen carefully and only do the things that Simon says to do. If he does not listen carefully, he loses a point!

"Simon says to put your hands on your hips."
(Child does this)

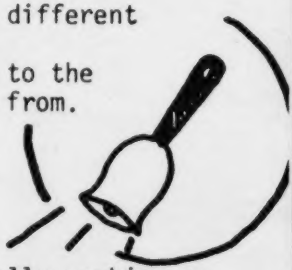
"Simon says to touch your nose."
(Child does this)

"Touch your toes."
(Child does not do this)

Continue the game. The winner is the best listener!

Play "Guess Where I Am"

Have your child cover (close) his eyes or use a blindfold.
Ring a bell or make a noise in different places in the room.
Ask the child to point or turn to the spot where the sound came from.



Another Blindfold Game. You are really working on developing your child's ability to hear.

Do different activities. Ask your child to tell what he hears.

Try these: Snap your fingers.

Bounce a ball.

Type on a typewriter.

Close the window.

Turn on the water faucet.

READ TO YOUR CHILD EVERY DAY!!!

Begin while the child is lying in the crib. They love to hear the sound of your voice. As your child gets older he will be eager to read by himself. YOU have made reading important.

LET YOUR CHILD READ TO YOU!!!

As your child looks at the pictures, let him tell you a story.

PHYSICAL DEVELOPMENT

Physical development affects your child's readiness to school. Most children have a natural liking for running, hopping, jumping, skipping, and climbing. However, this development cannot be left to chance. You must carefully plan your child's program. Success in these activities will help your child be successful in school.

RUNNING: Run to the refrigerator and back.

Run around the table 2 times.

Foreward run, backward run.

Run to a "beat" or a rhythm pattern.

JUMPING: Stand still and jump in the same spot.

Jump across a puddle.

Jump H I G H

Mark off a small distance. (1 foot)
Ask your child to jump from here to there.

Jump to an even "beat".

HOPPING: Hop on one foot.

Hop on the other foot.

Hop forward and backward.

Play "Hopscotch".

SKIPPING: This is a Hop-Step Movement.

Skip H I G H

Skip and then change direction.

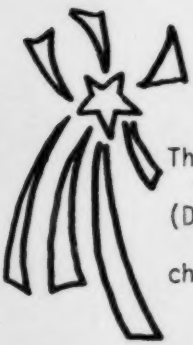
CLIMBING: Take a walk around the neighborhood. Find a place that is pretty hilly. Have your child climb the hill and then run down.

Climb the steps to the sliding board.

BALANCING: Stand on your toes.

Stand on one foot.

Stand on the other foot.



The marvelous game of FOLLOW THE LEADER (Do what I do!) will HELP you get your child to use all of these activities.

Music is another terrific way to get your child to develop all these physical skills. Help your child become aware of the steady beat in music. You can do this by clapping your hands to the beat or by stepping around the room.

Sing some of these catchy songs. Use all your activities (run, jump. hop, skip) as you, your child and friends act them out.

MULBERRY BUSH

Chorus: Here we go round the mulberry bush,
The mulberry bush, the mulberry bush,
Here we go round the mulberry bush,
So early in the morning.

VERSES:

1. This is the way we WASH OUR CLOTHES,
Wash our clothes, wash our clothes,
This is the way we wash our clothes,
So early MONDAY MORNING.

2. This is the way we IRON OUR CLOTHES,
etc.
So early TUESDAY MORNING.

3. This is the way we SCRUB OUR FLOORS,
etc.
So early WEDNESDAY MORNING.

4. This is the way we MEND OUR CLOTHES,
etc.
So early THURSDAY MORNING.

5. This is the way we SWEEP OUR FLOORS,
etc.
So early FRIDAY MORNING.

6. This is the way we BAKE OUR BREAD,
etc.
So early SATURDAY MORNING.

7. This is the way we GO TO CHURCH,
etc.
So early SUNDAY MORNING.

LOOBIE LOO

CHORUS: Here we go Loobie-Loo,
Here we go Loobie Light,
Here we go Loobie-Loo,
All on a Saturday night.

VERSES:

1. I put my RIGHT HAND in,
I take my RIGHT HAND out,
I give my HAND a shake, shake, shake,
And turn myself about, Ho!

2. I put my LEFT HAND in, etc.

3. I put my BOTH HANDS in, etc.

4. I put my RIGHT FOOT in, etc.

5. I put my LEFT FOOT in, etc.

6. I put my ELBOWS in, etc.

7. I put my SHOULDERS in, etc.

8. I put my BIG HEAD in, etc.

9. I put my WHOLE SELF in, etc.

LITTLE SALLY WATER

Little Sally (Sammy) Water
Sitting in the saucer,
Rise, Sally, Rise,
Wipe off your eyes,
Turn to the East and
Turn to the West and
Turn to the one that you love best.

RING AROUND THE ROSIE

Ring around the rosie,
A pocketful of posies,
One, two, three,
And we'll all fall down!
(Everybody squats)

FIVE LITTLE CHICKADEES

Five little chickadees,
Playing near the door,
One flew away,
Then there were four.

Chorus: Chickadee, Chickadee,
Happy and gay,
Chickadee, Chickadee,
Fly away.

Four little chickadees,
Sitting in a tree,
One flew away,
Then there were three. (CHORUS)

Three little chickadees,
Looking down at you,
One flew away,
Then there were two. (CHORUS)

Two little chickadees,
Nodding in the sun,
One flew away,
Then there was one. (CHORUS)

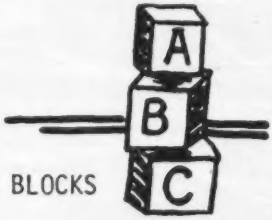
One little chickadee,
Sitting all alone,
It flew away, then there was none. (CHORUS)

Your child's physical development progresses rapidly from birth to six months. Your child will be able to lift his head and turn it from one side to the other when he is placed on his stomach. By 6 months your child will have good head balance when you are holding him. He can also be held in a sitting position and reach for things that interest him.

By 9 months your child will be able to feed himself a cracker and grasp and pull at toys. Your child really enjoys playing "Peek-a-boo" and "Patty cake".

The ability to stand without your support usually happens when your child is about one year old. When your child is 1 1/2 years old he will be walking without your support and attempting to catch and throw a ball. You will be encouraging and expecting him to feed himself with a spoon.

Your young 2 year old can walk, run, and can walk to a ball and kick it! Isn't it interesting to see your child find the armholes in the shirt garment and try to unbutton and button the clothing? Another wonderful thing about this age is that the daytime wetting accidents are becoming rare and your child is now telling you if he's having a bladder function or a bowel function. Help your child build a block tower and he will soon be building a block tower of 3 or 4 blocks. This is a good time to be really excited when he puts together a 3 piece peg toy.



Birthday gifts - LARGE WOODEN BLOCKS

PEG TOYS

Two Years Old

SMILES AT PRAISE

"You're a good girl (boy).

"I like that picture.

"You did a good job.

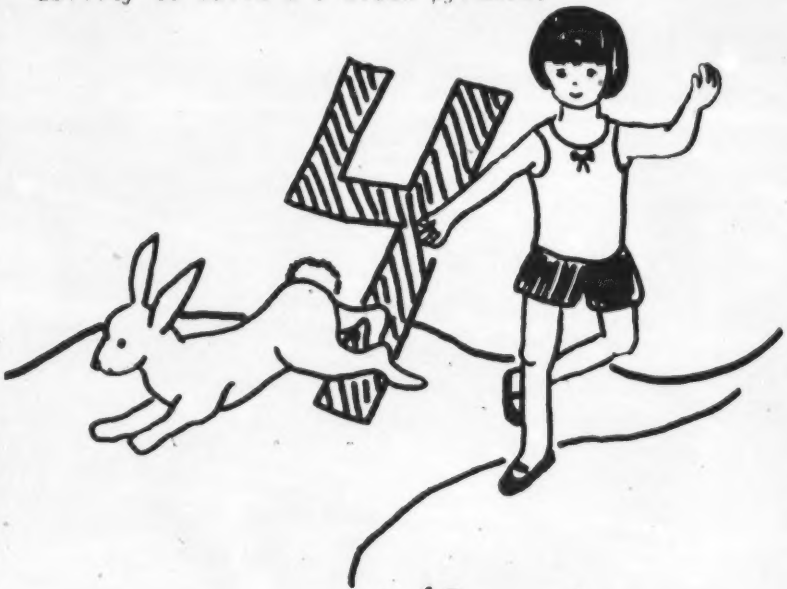
POUTS WHEN SCOLDED

The age of 3 is a good time to help your child to try to tip toe around the room. Encourage your child to stand on one foot. Be sure to clap your hands to let him know how pleased you are. By now those block towers he loves to build are 9 or 10 block high. This is a wonderful achievement. With the peg toy set your child will be building people, trains, and bridges, sometimes using 15 pieces to make one object. Three is also a good age to encourage playing with other children. They can run and jump together.

Let your 3 year old help you set the table!

You will know which hand your child likes to use by the age of four. "Lefties" may come across a few minor problems but they usually adjust nicely to the right-handed world. A problem may arise if the left-handed child is forced to shift to the right hand. If your child shows **a clear desire to use** the left hand, you can help by encouraging your child's use of that hand.

Four year olds have a good time trying to balance as they learn to hop. Encourage your child to hop on one foot for 2 or 3 hops. Block building is now quite skilled and you marvel as your child displays the ability to build a 6 block pyramid.



This is also a good time for helping your child complete a large 8-piece puzzle.

What a great idea for something under the Easter basket!

Have you noticed how fast your child is now able to put his 15 piece peg toy together? What used to be a long difficult process can now be completed under 2 minutes!

AREN'T YOU GLAD THAT THREE YEAR OLD'S STILL TAKE NAPS!!!

The readiness stage for physical development is quite good at 5 years of age. Your child can now hop on one foot for 10 to 12 feet and can now build a 10 block pyramid.

Encourage all these activities!

Provide your child with space to permit him to do all these activities.

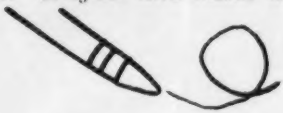
Thank you Mom & Dad.

I couldn't do it
without you.

You're the best!

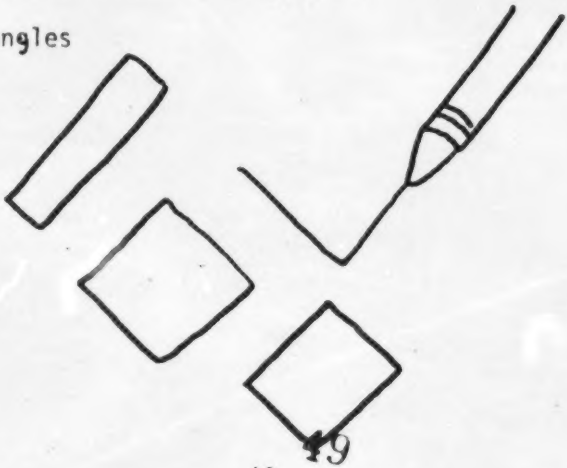
DRAWING AND COLORING

Children are making drawing and coloring marks on paper when they are about one year old. By the age of 2, your child will be able to scribble with a large pencil or crayon and make a circular motion.

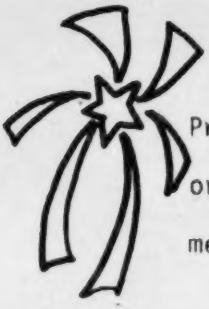


Parents should encourage their 3 year old to imitate their drawings of a circle and a cross

When your child shows the ability to imitate these drawings you can further extend the ability by having your child draw squares and rectangles



Your 3 year old child will love to paint with his fingers, as well as he did with his whole hand. Finger painting can be used for making pictures, tracing over letters, and also coloring.



Protect your work area with an oil cloth or heavy plastic cloth. This makes a messy clean up job rather easy!

When your child is about 4 years old, you should be encouraging his ability to make lines, circles, squares, and rectangles. Encourage him to use these shapes to make some forms. Your child will now be able to draw a recognizable person.

Your 5 year old child will have beautifully progressed through the readiness stage for drawing and will be able to imitate your drawings of a **triangle** or even a wagon

At this stage, your child's person figures will have more detail (hands, feet, eyes, ears, etc.).

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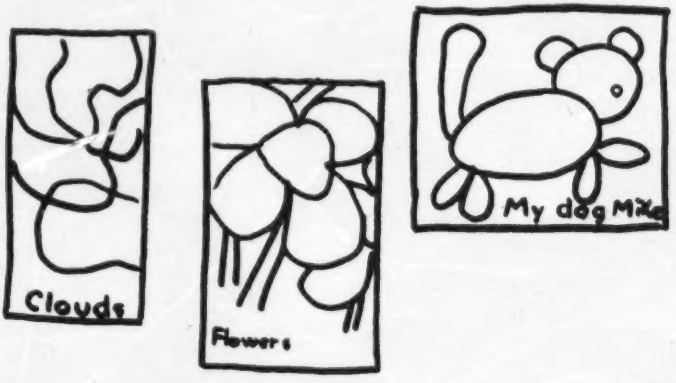
Your child should have a special place for the drawing and coloring materials. Each time your child draws or colors a picture, you should write the name of the drawing on the paper.

TIP: Use small letters.

Capitalize names and places.



Make a book about your child. The child makes the stick figures and you label each page.

Draw a picture for Grandma (Aunt, Uncle).
Be sure to mail it.

TRAVEL BOOK

What a delightful way to remember your vacation! Your child draws pictures of something that he saw or did and you label each drawing with words and sentences. This is a wonderful keepsake for your child's scrapbook.

PLAY DOUGH RECIPE

Mix: 2 parts flour
1 part salt

Add enough water to make a doughy texture. You can also add your favorite food coloring. A few drops of olive oil will keep dough from hardening. Store the different colors in Zip Loc Baggies.

ALPHABET

The letters in the alphabet are part of your child's life long before he enters school. It first started when you labeled the words and phrases under the pictures he drew.

Letters are found in the breakfast cereal and in soup. Your child usually learns the alphabet by singing the "A,B,C Song".

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

Now I said my A,B,C's
Tell me what you think of me?

When your child learns this you should reward him with a new book.

The next step for your child is to be able to recognize what written letter belongs to each letter that he sang about. Do this with some games you can make at home.

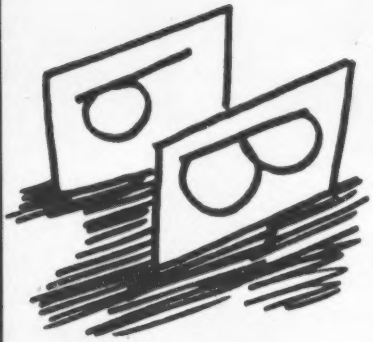
ALPHABET RECOGNITION: Make alphabet cards.
Mix them up.
Lay them face up on the table.
Have your child say his alphabet song and pick up the right letter.

ALPHABET MATCHING: Make alphabet cards of the capital and small letters.

Mix them up.

Lay them face up on the table.

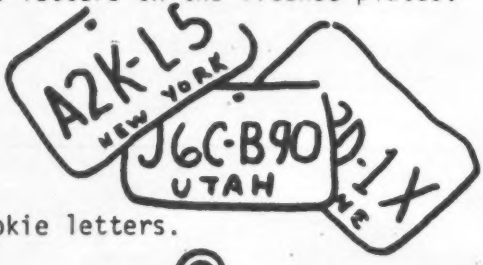
Have your child match the capital letter with the small letter.



ALPHABET: THINGS TO DO

Name the letters on the signs as you are riding in the car.

Name the letters on the license plates.



Make cookie letters.

Cut letters from old magazines and catalogs.

Alphabet recognition - Does your child know the difference between the
"n" and the "u"
"p" and the "q"

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Alphabet Bingo				
a	t	j	w	f
o	d	n	g	m
k	e	y or z	b	s
u	c	l	q	i
p	v	h	x	r

Make a set of 6 to 8 Bingo Cards.

Each card will have a place for each letter in the alphabet.

The caller will use a set of small letter cards.

Flash the small letter card to the players and call out the letter name.

When your child finds the letter he is to cover it with a marker.

The winner has 5 letters up or down in a row.

ALPHABET BINGO				

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PREPARATION FOR SCHOOL

The infant that is born into a "reading family" is born with a silver spoon in the mouth. The wealthy climate offered by the "reading family" is rich in all the experiences your child needs for later success in school. The "reading family" talks gently and lovingly and your child listens. Your child hears singing, nursery rhymes, and talking games (Peek-A-Boo, One, Two, Buckle Your Shoe).

Be a reader yourself! This is the best preparation for school that you can provide. Show your child that you always have time to read---newspapers, magazines, the TV guide and books. Share your reading with your child and he will soon learn the enjoyable skill of reading.

Plan to visit your school for an entire day prior to your child's admittance. Things you can do:

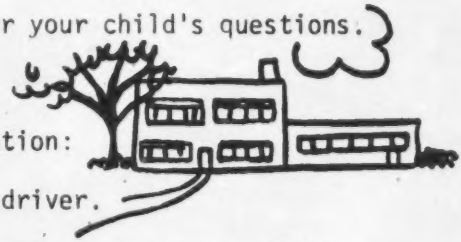
Walk through the building several times.

Discuss the cafeteria. Introduce the child to the cafeteria employees.

Play on the playground. Discuss the safety rules.

Introduce the child to any school personnel that is available.

Take time to answer your child's questions.



Discuss transportation:

Meet the bus driver.

Discuss how children behave on the bus.

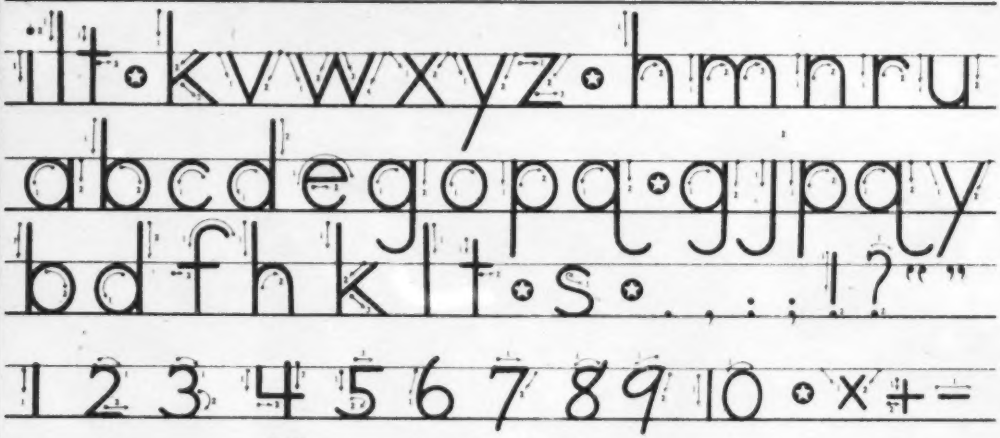
Be sure your child knows some other children who will be riding the same bus.

IMPRESSIONS:

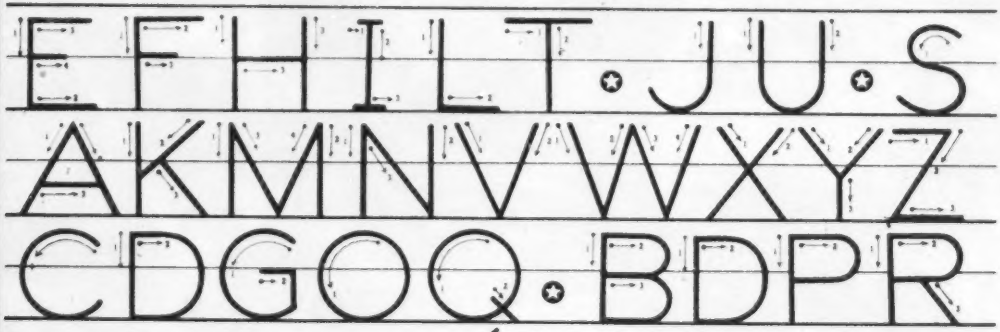
Your child first learns about school through what he hears. Do you, as a parent, speak favorably about school? Are you thrilled and excited that your child has the opportunity to go to school?

Congratulations! You have done a good job preparing your child for the delightful school world. You and your child can now reap the rewards of a good education.

Manuscript Lower-case Letters and Numerals



Manuscript Capital Letters



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